

MEMORANDUM FOR: Director of Personnel

SUBJECT : Review of Agency Senior Secretarial Positions

I. BACKGROUND:

A. At the CIA Management Committee meeting of 11 September 1974 it was the consensus of the Committee that:

"1. The Agency secretarial pattern system which establishes secretarial grades on the basis of the organizational level and grade of the supervisor's position be continued as a guide in determining pay levels for secretaries . . . .

"2. An evaluation of secretarial positions be made in all cases to determine if there is a basis for a grade higher than the pattern based on merit; and, if so, that such grade be approved. It should be recognized that whenever a position is upgraded because of higher level duties and the secretary is promoted, she would be subject to downgrading upon reassignment to a position not having the higher duties . . . .

NOTE: As a means of facilitating the review of positions to be conducted by the Office of Personnel, each Career Service will conduct a review and initial screening of positions which may be candidates for upgrading. This review will initially be devoted to senior positions."

B. At a subsequent meeting of the Management Committee during the week of 16 June 1975, it was recommended that secretarial positions within the Operations Directorate be reviewed to determine which positions, on the basis of job content, might be re-titled and upgraded.

C. In response to the above items, the Position Management and Compensation Division (PMCD) has reviewed certain Senior Secretarial positions within the Agency. The results of this review are outlined in the following sections of this memorandum.

II. SCOPE:

The PMCD survey was directed to the review and evaluation of only those positions which were recommended for upgrading by the Career Services. The positions ranged in grade from GS-07 through GS-09 and totaled 62 in number, Agency-wide. Of these, 45 positions were submitted for upgrading by the Operations Directorate. (A list of all positions recommended for upgrading is attached as Appendix A.)

### III. FINDINGS:

#### A. Position Titles:

Based on current duties and responsibilities, the positions which were reviewed in this survey are properly titled within the Secretarial Series, and it is doubtful that a change in title would serve any useful purpose. In a recent Secretarial Survey at the Department of State, a recommendation to establish an "Executive Secretary" title was shelved because of the difficulty in assigning the title equitably. Additionally, several of the secretaries interviewed in the Department of State survey felt that a title change would be an empty gesture and "an insult to the secretary's intelligence."

#### B. Position Grades:

Excluding several positions not yet reviewed, most of the surveyed positions were found to be overgraded by one to two grades when evaluated according to Civil Service Commission Standards.

With regard to the Agency Secretarial pattern generally, external comparisons were made with other Federal Agencies and with private industry. These comparisons indicate that Agency Secretarial grades and salaries are essentially equal to those provided by other Agencies and private industry. (Appendix "B"). Thus, there appears little justification for upgrading the Agency pattern to provide GS-08, GS-09, and GS-10 grades for secretarial positions which relate to the GS-16 through GS-18 officer levels; moreover, such action would result in an additional cost of approximately [ ] (Appendix "C"). STAT

With regard to occasional statements that "the Agency is losing its best secretaries because of advancement opportunities on the outside", a review of attrition figures for secretaries in grades GS-07, GS-08, and GS-09 during 1973 and 1974 revealed that of a total of 127 separations, only two were for reasons of advancement. (Appendix "D").

In discussions with secretaries during the course of PMCD's position review, all of the secretaries expressed an interest in having their jobs upgraded. However, several other comments and complaints suggest deeper problems than position grades. These comments are noted in the following paragraph.

C. Secretarial Comments/Complaints:

1. Under-Utilization:

A primary complaint of every senior secretary interviewed was that of under-utilization, either in her present position or at some point in her career. Each believed that supervisors were not allowing senior secretaries to use initiative nor take on "personal assistant" responsibilities, both of which are requisite to performing as a true secretary. Many noted that their job could be better described as Clerk-Stenographer than Secretary because the supervisor made use of only the clerical skills of the incumbent.

2. Promotion Policies:

a. Rapid Promotions:

Promotion policies which allow a secretary to be promoted to grade GS-07 within as little as two years were roundly criticized by many of the senior secretaries. The view was expressed that there was no feeling of having earned the promotions because they came so easily. Those who spoke to this subject said that secretaries become accustomed to rapid promotions, only to be frustrated at the GS-07 level beyond which promotions are extremely limited in the secretarial field.

b. Officer vs. Secretarial Promotions:

In general, both officer and secretarial promotions from grade GS-07 through GS-11 are made competitively, based on quotas established under the CSGA. However, only those secretaries who have headroom in their current assignment are considered for promotions while headroom in the position is not necessarily required for the promotion of officers. This is viewed as a "discriminatory practice" by secretaries.

c. Advancement Limitation:

STAT

D. Lack of Interest in Other Career Fields:

Although not completely satisfied with the secretarial field, senior secretaries are generally not interested in transferring to other career fields where promotional opportunities are greater. They maintain that they enjoy being secretaries, at least when they are allowed to take on responsibilities commensurate with their grades and experience.

E. Secretarial Title Denoted as "Clerical":

A few of the secretaries objected to the inclusion of their occupation in the group of clerical positions, saying that their career is professional and requires experience, judgment, initiative, and the ability to solve problems. Some acknowledged that their dislike for the term "clerical" stemmed from the fact that their supervisors treated them as office furniture or as persons able only to fetch and carry.

However, one major advantage to the clerical classification as opposed to a professional classification is that the clerical employee falls within the non-exempt category for overtime purposes under the Fair Labor Standards Act (FLSA). Therefore, under penalty of law, secretaries must be paid for all overtime worked. This results in healthy paychecks for most employees in the secretarial field. "Professional" employees are considered exempt under the act and work extra hours without compensation.

IV. OTHER CAREER FIELDS AVAILABLE TO SECRETARIES:

If a secretary or other clerical employee is interested in being considered for professional employment, mechanisms now exist within the Agency to assist in the accomplishment of that goal.

A. DDO-

Under this DDO instruction, a clerical employee who desires professional status (and is sponsored by a Division) is tested, interviewed and evaluated. If the DDO Junior Officer Panel believes that the individual has potential, he/she is accepted as a professional employee and assigned to a professional position, usually as an intelligence operations research analyst or as a junior reports officer. These two career fields allow progression to the GS-15 level for talented employees.

B. DDI - Advancement Opportunities Program:

This recently-initiated program provides for on the job training for a person from the clerical ranks in a professional position for a period of one year. If the person works out well in the job, he/she will be permanently assigned as a professional; if not, he/she will be returned to the clerical ranks.

C. DDA:

DDA career sub-groups have no formalized system per se for moving employees from the clerical to the professional ranks. However, personnel are evaluated for potential and counseled to pursue training toward a degree. An effort is also made to assign those who want to change career fields into appropriate positions which provide training for the next higher level position.

V. CONCLUSIONS:

A. The primary conclusion to be drawn from this Secretarial Survey is that morale problems of the secretarial force will not be resolved solely by adjusting the grades of secretarial positions, even if this were justifiable. Other factors, notably under-utilization and promotion policies generally, are at least of equal importance to secretaries.

B. For those secretaries who are concerned with advancement beyond grade GS-09, mechanisms presently exist to achieve this goal outside the secretarial field.

VI. COURSES OF ACTION AVAILABLE:

A. Extend the Secretarial Pattern as Follows:

<u>Supervisor's Grade</u>	<u>Secretary's Grade</u>
GS-18	GS-10
GS-17	GS-09
GS-16	GS-08

(Such action would not be justified by external comparisons or by position responsibilities.)

B. Upgrade Certain Secretarial Positions On An Incumbency Allocation Basis:

Of the positions thus far reviewed within the Operations Directorate, seven positions are relatively stronger than other positions at the grade and could be upgraded on an incumbency allocation basis. (External comparisons do not support this course of action, and the limited number of upgradings would not have any substantial effect in improving career opportunities in any case.)

C. Make No Change In The Secretarial Grade Pattern, But Seek To Improve Agency Policies Regarding The Promotion And Utilization Of Secretaries:

Two important problem areas were identified:

1. PRA Promotion of Secretaries:

Since a number of secretaries expressed the view that present PRA promotion practices are discriminatory, this appears to be an issue which should be addressed. While the concept of PRA promotions can be questioned generally, the fact remains that the

present application of the concept permits the PRA promotion of officers but excludes secretaries. It must be noted, however, that officers are normally promoted within the CSGA and thus assignments at the higher grades are available. On the other hand, the promotion of secretaries above the grades of their positions would result in escalation of secretarial grades beyond the available secretarial positions at the higher grades. Ramifications such as this should be thoroughly explored before the concept of PRA promotions is applied to the secretarial group, since current PRA regulations do not contemplate such promotions where higher grade assignments will not be available within a reasonable period.

2. Advancement Opportunities for Secretaries:

To the extent possible supervisors should be encouraged to permit secretaries to use initiative and to perform more responsible functions. The effect such duties will have on secretarial grades, however, must be recognized as minimal.

While senior secretaries generally expressed little interest in career fields having greater promotional opportunities, transfer to such other fields is the only practical solution. Secretaries should be convinced of the limited opportunities that are now and for the foreseeable future will be available in the secretarial field. The existing programs to give qualified secretaries opportunities in professional fields should be expanded. Supervisors should be encouraged to recognize that it is in the Agency's interest to provide such opportunities, even though it means that supervisors must train replacements.

[Redacted Signature]

STAT

Chief

Position Management and Compensation Division

Attachments

Distribution:

0 & 1 - Adse  
2 - PMCD

AT OP/PMCD/OS&TB, [Redacted] (11 July 1975)

## ELEMENTS OF THE EVALUATION PROCESS

### JOB DESCRIPTION

There should be a description of each clerical position, listing the job requirements and the duties performed. This may be an up-to-date official description provided by OP/PMCD or a description worked out between the supervisor and employee at the time that the Letter of Instruction is prepared. (Example attached.)

### FITNESS REPORT

This report covers only the employee's performance in a specific job. Potential and other factors are not included. The major duties may be listed on the FR with the percent of time devoted to those duties or the Career Service may wish to use a separate form. (Examples attached.)

### JOB EVALUATION

This report will assist the Evaluation Panel in understanding the complexity of the particular position against which the employee's performance is reported. The form should be completed when the FR is prepared. (Example attached.)

*and attached to the copy of the FR sent to the Eval Panel*

### EMPLOYEE EVALUATION

This will be a comprehensive evaluation of the employee, using the *rating* form established for this purpose. The supervisor will complete the form at the same time he/she prepares the FR. The form will be attached to the copy of the FR which goes to the Evaluation Panel. The supervisor's report will be considered along with the evaluations made by the Evaluation Panel. (Examples attached.)

## SECRETARY

### DUTIES

Serves as personal assistant and performs supportive administrative duties. More specifically, the secretary:

- o Receives incoming telephone calls and personal callers, determining which must be directed to the supervisor;
- o makes arrangements for conferences including space, people, time, etc. Prepares agendas, takes notes, and prepares reports;
- o compiles factual background materials for use by the supervisor in conferences and in reply to inquiries;
- o informs staff members of current developments and arranges for them to follow through on commitments made by the supervisor.
- o receives incoming mail, makes appropriate referrals, and follows up on responses;
- o reviews all correspondence and action documents for proper coordination and clerical and procedural adequacy;
- o maintains the supervisor's calendar and makes appointments;
- o acts as liaison between the supervisor and his/her subordinates and other offices;
- o drafts routine correspondence for the supervisor and prepares notes for his/her use in speaking engagements;
- o takes and transcribes the supervisor's correspondence, including a variety of letters, memoranda, reports and rough drafts;
- o establishes and maintains files for ready reference;
- o makes travel arrangements and maintains records of itineraries.

### JOB REQUIREMENTS

- o knowledge of office routine and procedures;
- o knowledge of the function and organization of, and its relationship to other related offices in the agency;
- o knowledge of the programs and activities of the office to direct inquiries and correspondence to the proper recipient;



- o knowledge of the organization's policies and procedure;
- o skill in taking shorthand and adequate knowledge of technical language and terminology to take and transcribe notes, telephone calls, meetings, correspondence, and reports with accuracy and speed;
- o knowledge of proper grammar, spelling, punctuation, and agency/<sup>office</sup> manual, and local instructions and procedures regarding the preparation of correspondence and reports, and ability to review correspondence prepared by others for accuracy and conformance with standards.

## FITNESS REPORT

## SECTION A

## GENERAL INFORMATION

1. EMPLOYEE NUMBER	2. NAME (Last, first, middle)	3. DATE OF BIRTH	4. SEX	5. GRADE	6. SD
7. OFFICIAL POSITION TITLE		8. OFF/DIV/BR OF ASSIGNMENT	9. CURRENT STATION		10. CODE (ck one) HQS. <input type="checkbox"/> DF <input type="checkbox"/>
11. TYPE OF APPOINTMENT CAREER <input type="checkbox"/> PROVISIONAL <input type="checkbox"/>		12. TYPE OF REPORT 21-MONTHS <input type="checkbox"/> 30-MONTHS <input type="checkbox"/> REASSIGNMENT <input type="checkbox"/> SPECIAL <input type="checkbox"/>			
13. REPORTING PERIOD (from-to-)		14. DATE REPORT DUE IN O.P.			

## SECTION B

## QUALIFICATIONS UPDATE

IF QUALIFICATIONS UPDATE FORM IS BEING SUBMITTED WITH CHANGES, AND IS ATTACHED TO THIS REPORT, PLACE THE WORD "YES" IN THE BOX TO THE RIGHT. IF NO CHANGES ARE REQUIRED, PLACE THE WORD "NO" IN THE BOX AT RIGHT.

## SECTION C

## PERFORMANCE EVALUATION

- U—Unsatisfactory = 1 Performance is unacceptable. A rating in this category requires immediate and positive remedial action. The nature of the action could range from counseling, to further training, to placing on probation, to reassignment or to separation. Describe action taken or proposed in Section D.
- M—Marginal = 2 Performance is deficient in some aspects. The reasons for assigning this rating should be stated in Section D and remedial actions taken or recommended should be described.
- P—Proficient = 3 Performance is satisfactory. Desired results are being produced in the manner expected.
- S—Strong = 4 Performance is characterized by exceptional proficiency.
- O—Outstanding = 5 Performance is so exceptional in relation to requirements of the work and in comparison to the performance of others doing similar work as to warrant special recognition.

## SPECIFIC DUTIES

List up to six of the most important specific duties performed during the rating period. Insert rating letter which best describes the manner in which employee performs EACH specific duty. Consider ONLY effectiveness in performance of that duty. All employees with supervisory responsibilities MUST be rated on their ability to supervise (indicate number of employees supervised).

SPECIFIC DUTY NO. 1		RATING LETTER
Typing	35%	
SPECIFIC DUTY NO. 2		RATING LETTER
Administrative (T&A's, Travel Orders, Records Mgt)	20%	
SPECIFIC DUTY NO. 3		RATING LETTER
Answering Phone/Serving as Receptionist	15%	
SPECIFIC DUTY NO. 4		RATING LETTER
Filing	10%	
SPECIFIC DUTY NO. 5		RATING LETTER
Taking Dictation	10%	
SPECIFIC DUTY NO. 6		RATING LETTER
Specialized Equipment (MTST, calculators, etc)	10%	

## OVERALL PERFORMANCE IN CURRENT POSITION

100%

Take into account everything about the employee which influences his effectiveness in his current position such as performance of specific duties, productivity, conduct on job, cooperativeness, pertinent personal traits or habits, and particular limitations or talents. Based on your knowledge of employee's overall performance during the rating period, place the letter in the rating box corresponding to the statement which most accurately reflects his level of performance.

RATING LETTER

## EVALUATING THE JOB

### COMPLEXITY AND DIVERSITY OF WORK

- \_\_\_\_\_ The work consists of simple, repetitive, routinized tasks, processes or operations.
- \_\_\_\_\_ The work consists of moderately complex, relatively standardized tasks, processes or operations.
- \_\_\_\_\_ The work consists of complex, varied, nonstandardized tasks, processes or operations.

### OPPORTUNITY FOR MAKING CHOICES AND DECISIONS

- \_\_\_\_\_ Has little or no opportunity to make choices in carrying out routine or recurring assignments or tasks.
- \_\_\_\_\_ Makes choices and takes actions in performing a variety of relatively standardized assignments or tasks.
- \_\_\_\_\_ Makes choices and decisions and acts on varied nonstandardized, nonroutine assignments or tasks.

### NATURE OF INSTRUCTION, GUIDELINES, AND REQUIRED JUDGEMENT

- \_\_\_\_\_ Direct and detailed instructions requiring little or no judgement.
- \_\_\_\_\_ Standardized practices, procedures or general work instructions. Work requires some analysis and judgement in selection of applicable methods and procedures.
- \_\_\_\_\_ Work covered by general policies, procedures and precedents. Must take the initiative in planning and layout of work requiring analysis, adaptive thinking and considerable judgement.

### NATURE OF PERSONS CONTACTED IN PERSON OR BY PHONE

- \_\_\_\_\_ Contacts are with supervisor and with associates in the same organizational unit.
- \_\_\_\_\_ Contacts are with persons employed in other units of the Agency.
- \_\_\_\_\_ Contacts are with persons employed by other agencies or with the public.

## RATING FORMS

Rating forms should be structured in a manner which will make it possible for raters to record their judgments in a common and uniform manner. This will facilitate selection screening processes and will assure that all employees are judged on the same basic factors. Graphic rating scales have generally proved to be effective and are commonly used. They consist of a listing of statements or questions which embody the elements that are considered to be essential and require that the rater check the point on a scale which most nearly describes his judgment on each element. The rater is guided by descriptive adjectives or phrases which represent high or low accomplishments.

(When Filled In)

Example 1

COMPETITIVE EVALUATION CRITERIA										DISPLAYS SERIOUS DEFICIENCY	BELOW NORMAL DEGREE	AVERAGE OR NOT OBSERVED	STRONG	SUPERIOR TO PEERS	SCORE
DATE PREPARED	1	2	3	4	5	6	7	8	9						
PERFORMANCE															
1. QUALITY OF WORK															
2. QUANTITY OF WORK															
3. ABILITY TO MEET DEADLINES															
4. ABILITY TO WORK WELL UNDER PRESSURE															
5. TECHNICAL OR PROFESSIONAL KNOWLEDGE															
6. ABILITY TO IMPLEMENT INSTRUCTIONS															
7. CLARITY OF WRITTEN EXPRESSION															
8. CLARITY OF ORAL EXPRESSION															
TOTAL PERFORMANCE														WT	TOT
MANAGERIAL CAPABILITY															
1. PLANNING ABILITY															
2. EFFECTIVENESS IN ORGANIZING															
3. SUPERVISORY ABILITY															
4. USE OF SOUND JUDGEMENT															
5. EFFECTIVENESS IN INFLUENCING OTHERS															
TOTAL MANAGERIAL CAPABILITY														WT	TOT
POTENTIAL															
1. WILLINGNESS TO ACCEPT RESPONSIBILITIES															
2. ROTABILITY															
3. ADAPTABILITY TO CHANGES															
4. EVIDENCE OF SELF-IMPROVEMENT															
TOTAL POTENTIAL														WT	TOT
OTHER FACTORS															
1. DIVERSITY OF ASSIGNMENTS															
2. DEGREE OF RESPONSIBILITY IN ASSIGNMENTS															
3. NUMBER AND CHARACTER OF ASSIGNMENTS TO HARSHIP POSTS															
TOTAL OTHER FACTORS														WT	TOT
TOTAL ALL CATEGORIES															
<p><u>TIME IN GRADE</u> - While time in grade is a factor to be considered in competitive evaluation, it is neither the only nor necessarily the most significant factor in determining competitive rankings for promotion or other opportunities for advancement. Rather, it is one which, in the final analysis, is more properly weighed by Panel and Board members when the Careerists being evaluated are otherwise relatively equal in qualifications, experience, performance, and potential.</p>															
NAME OF INDIVIDUAL BEING RATED										GRADE		DATE OF GRADE		DATE OF BIRTH	

*Example 2*

RATING FORM

	Exceptional	Good	Fair	Poor
PRODUCTIVITY				
INITIATIVE				
SUBSTANTIVE/TECHNICAL SKILLS				
ORAL EXPRESSION				
WRITTEN EXPRESSION				
ORGANIZATION				
INTERPERSONAL RELATIONS				
SUPERVISORY				
ASSIGNABILITY				
SELF IMPROVEMENT				
CAPACITY FOR GROWTH				

Definition of Ratings

Exceptional  
Good  
Fair  
Poor

## EVALUATION OF EMPLOYEE

### A. PERFORMANCE

1. Productivity: The degree to which the individual completes assignments within environmental constraints (deadlines, information, quality, supervisor, etc.).

#### Point Range

- \_\_\_\_\_ Production is lacking and incomplete.
- \_\_\_\_\_ Production is uneven and at times unacceptable.
- \_\_\_\_\_ Production is completed as required.
- \_\_\_\_\_ Production is exceptional.

2. Initiative: The degree to which the individual actively seeks additional tasks, assumes responsibility and/or offers solutions to problems.

#### Point Range

- \_\_\_\_\_ Waits for direction--needs constant prodding.
- \_\_\_\_\_ Occasionally shows initiative--moderate reminders needed.
- \_\_\_\_\_ Usually shows initiative--seldom needs prodding.
- \_\_\_\_\_ Exceptional initiative--a real self-starter.

### B. QUALIFICATIONS:

1. Skills/Knowledge and Experience: The degree to which the individual has mastered the required substantive or technical skills/knowledge.

#### Point Range

- \_\_\_\_\_ Poor--useful skills/knowledge and experience almost totally absent.
- \_\_\_\_\_ Fair--barely adequate.
- \_\_\_\_\_ Good--more than sufficient to deal with most situations.
- \_\_\_\_\_ Exceptional--fully developed skills/knowledge for widest variety of situations.

2. Self Expression: The degree to which the individual can effectively express himself/herself in matters related to the job.

a. Oral

Point Range

\_\_\_\_\_ Poor--badly organizes and articulates oral presentations.

\_\_\_\_\_ Fair--barely adequate.

\_\_\_\_\_ Good--more than sufficient to deal with most situations.

\_\_\_\_\_ Exceptional.

b. Written

Point Range

\_\_\_\_\_ Poor--work is badly organized and always requires editing for grammar and vocabulary.

\_\_\_\_\_ Fair--barely adequate; frequently requires editing.

\_\_\_\_\_ Good--more than sufficient to deal with most situations; occasional editing.

\_\_\_\_\_ Exceptional--Writing is organized and presented in manner which seldom needs editing.

3. Organization: The degree to which the individual is able to organize an activity to its assigned completion.

Point Range

\_\_\_\_\_ Lacks the ability to plan and organize assignments within acceptable time limits. Needs constant guidance, advice and assistance.

\_\_\_\_\_ Encounters some difficulty in planning and organizing assignments to meet deadlines. Requires some guidance and assistance.

\_\_\_\_\_ Performs effectively in planning and organizing assignments for completion on a timely basis. Knows when to discuss and review problems with higher echelons.

\_\_\_\_\_ Unusually resourceful in planning and organizing assignments for completion on a timely basis. Requires no guidance and assistance but keeps supervisor aware of status of assignments.



4. Interpersonal: The degree to which the individual successfully relates to and works with subordinates, peers, supervisors and counter-parts in other (organizations, offices).

Point Range

- \_\_\_\_\_ Does not work well with others.
- \_\_\_\_\_ Has some difficulty working with others.
- \_\_\_\_\_ Works well with others.
- \_\_\_\_\_ Demonstrates exceptional ability in working with and relating to others.

5. Supervisory: The degree to which the individual is able to motivate and/or supervise people in an activity or program. Individuals having specific supervisory responsibilities will be evaluated by using sections: all others will be evaluated by using section b.] *High level instructions*  
/a

a. Supervisory

Point Range

- \_\_\_\_\_ Supervises poorly; needs constant direction from superior.
- \_\_\_\_\_ Supervises in an acceptable fashion; occasionally needs help from superior.
- \_\_\_\_\_ Supervises in a satisfactory manner.
- \_\_\_\_\_ Supervises effectively.

b. Non-Supervisory

Point Range

- \_\_\_\_\_ Needs constant guidance and direction when working with, advising, and guiding people not officially associated with the individual's area of assignment but who are affected by action taken.
- \_\_\_\_\_ Works well in advising and guiding people in certain aspects of his/her activity but requires some assistance from supervisor.
- \_\_\_\_\_ Works well in advising and guiding people in the various phases of his/her activity.
- \_\_\_\_\_ Complete confidence of supervisors in independently working with all levels of employees covering all aspects of his/her activity.

C. POTENTIAL

(The assessment of potential should take into consideration the ratings given for performance and skills as well as the factors listed in this section.)

1. Assignability: The degree to which the individual is willing and able to serve in assignments, as requested by the Career Service.

Point Range

- ☐ Unwilling to serve in any other assignment.
- ☐ Willing to accept only selected assignments.
- ☐ Willing to serve in any assignment but has limitations.
- ☐ Willing and able to serve as required.

2. Self-Improvement: The degree to which the individual has shown interest in his/her intellectual and professional growth following his/her entry on duty.

Point Range

- ☐ Shows no interest.
- ☐ Is agreeable to self-improvement but takes no initiative.
- ☐ Employee has shown some interest in self-improvement and has taken initiative.
- ☐ Employee has regularly sought and/or taken additional training.

3. Capacity for Growth: The degree to which the individual can be expected to assume increased responsibility:

Point Range

- ☐ Capacity for growth--none.
- ☐ Capacity for growth--limited.
- ☐ Capacity for growth--good.
- ☐ Capacity for growth--excellent.

FUNCTIONS/SKILLS FORM

<u>A</u> Functions/Skills	<u>B</u> To be filled in by secretary. Assign 100% of time to applica- ble duties in Column A.	<u>C</u> To be filled in by rater. Scale 1-5 with 5 being highest. Rate all duties listed in Column B.	<u>D</u> For Panel Use
<u>Typing</u>			
<u>Shorthand</u>			
<u>Filing</u>			
<u>Telephone and Receptionist Duties</u>			
<u>Administrative Duties</u> T&A's Travel Orders Records Management _____ _____ _____			
<u>Office Management Responsibilities</u> Reviews work of others Interviews clerical applicants Develops office procedures _____ _____ _____			
<u>Research Assistance</u>			
<u>Specialized Equipment</u> MTST, MCST, etc. Calculators Dictation Equipment			
<u>Other</u> _____ _____ _____			